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ABSTRACT

This program helps parents to take responsibility for their actions, set a good example for their children, and discover their true interests. The program is divided into 14 weeks and includes worksheets in which the parent writes about a variety of topics such as things they like about themselves, changes they would like to make, "fun" things they would like to do, and what, for them, is the most productive time of day. Topics for the weekly sessions are as follows: (1) establish a network system; (2) time management; (3) homework for caring parents; (4) ways adults learn; (5) listening skills; (6) self-knowledge; (7) goals; (8) requirements for healthier relationships; (9) successful people; (10) developing self-confidence; (11) budgeting; (12) needs; (13) nutrition and exercise; and (14) evaluation. Lists of ways children learn to be responsible, recommended books, and 15 objectives devised to help citizens have fun by living healthier lifestyles, are appended. (LLL)

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STOP! LOOK! LISTEN!
FOR A HEALTHIER, HAPPIER LIFESTYLE

By Sue Dulaney

U.S. DEPARTMENT OF EDUCATION
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The suggestions and opinions put forth in this material are solely those of the author, based on her thirty plus years as a wife and mother of five sons.

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In all Stop! Look! Listen! material the words "teen-ager" and "drop-out" are spelled as instructed in the **NEW YORK TIMES MANUAL OF STYLE AND USAGE.**

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Stop! Look! Listen! For a Healthier, Happier Lifestyle was written to help you take responsibility for your actions, set a good example for your children, and discover your true interests. By following the program you will learn how to be a better listener, how to develop self-confidence as a parent, and how to form healthy relationships with family and friends. There are several worksheets in which you will write about a variety of topics: things you like about yourself, changes you want to make, fun things you want to do, opportunities you have given away, what you want to learn about, determining your most productive time of day and scheduling activities appropriately, and creating your own accomplishments.

There is a sheet on scheduling time for yourself, your job, and your family. You will find that by scheduling activities, you can accomplish what needs to be done each day.

Goal setting is an important way of finding your true interests and of achieving success. As you write goals, make notes of the steps you will take to achieve your goals, along with a completion date. Cross off the goals you achieve and write new ones.

Financial worries can cause stress in families. It is important that you have a budget and that you follow it. On the budget sheet write your monthly expenses and your monthly income. Make sure that you are not spending more than you earn. Deficit spending doesn't work for anyone. As you budget, take into account holidays, vacations, and other events that will cause your budget to fluctuate month to month.

All family members need a support system. You will write down the names of the people who you consider a support to the family. Make sure that your family knows where you are and how to contact you at all times.

There is a sheet titled "Homework for Caring Parents." Set aside time to complete this sheet. Once you have answered all the questions in writing, decision making will be much easier. Use your answers to make changes where needed, and refer to your answers for support and guidance, especially when making tough decisions.

Stop! Look! Listen! For a Healthier, Happier Lifestyle is not only designed to help you as a parent but also as an individual. You will learn new skills that can be used throughout your lifetime. You will make mistakes, but that is part of the process of learning. When you become a better listener, form healthy relationships, budget your money, schedule your time wisely, set and achieve goals, and discover your true interests, you will be on your way to living a Healthier, Happier Lifestyle. My hope is that as you learn to divide responsibility among all family members, you will create a day for family fun.

Week One

ESTABLISH A NETWORK SYSTEM FOR YOUR FAMILY

Take time to identify the people, groups, and activities in your life which form your family's network of support and help, and which allow your family to accomplish all they can in life.

PEOPLE WHO ARE CLOSE TO ME
Family members:
Relatives:
Friends:
Neighbors:
Co-workers:
Teachers/Counselors:
Clergy:
Church Friends:
Club members:
Other:

CLUBS OR GROUPS
Educational activities I belong to:
Educational activities I would like to attend:
Church groups I belong to:
Church groups I would like to attend:
Athletic activities I like to watch:
Athletic activities I would like to participate in:
Arts & crafts or music groups I belong to:
Arts & crafts or music groups I would like to belong to:
Other:

It is important that all family members know how to locate other family members at all times. Remember to work and play as a team.

Each family member needs a list of frequently made calls:
Doctor, dentist, church, school, clubs you belong to, work, stores where you shop, each family member's friends, relatives, 911.

Week Two

TIME MANAGEMENT

Name:
Week of:
I am responsible for:
1.
2.
3.
4.
5.

I prepare for tomorrow by having everything in place and planned for tomorrow.
I prepare for the week by having menus planned, wardrobe in order, and chores assigned.

For one week, write everything you do during each fifteen minute period from the time you wake up to the time you go to sleep. Make sure to schedule activities that you want to do. This exercise will show you that you have control of your time.

Calendar events this week:

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

DAILY TIME SCHEDULE

	Morning	Afternoon	Evening
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday	Family activity Chore day		
Sunday		Rest and plan	

Schedule Your Time

Personal
1.
2.
3.

School/Work
1.
2.
3.

Family
1.
2.
3.

Church
1.
2.
3.

Community
1.
2.
3.

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Week Three

HOMEWORK FOR CARING PARENTS

I am asking each of you to spend three or more hours writing about the following subjects. I feel it is important for you to know how you feel about these subjects to be an effective parent. Spending this time could change the quality of life for you and your children. As a parent you are always on duty; set a good example.

First, list the resources available to you, such as time available, money, property, community facilities. Also list your knowledge in different subjects, your energy level, and your other abilities.

Write down or about:

1. Why it is important to be a team player and how you can make your family a team.
2. Being a good listener.
3. Being patient.
4. How you can compliment your children for doing a good job.
5. What motivates your children best. Some children do best simply by telling then they are doing well; others work best with rewards.
6. The importance of having goals and working together.
7. Preventative discipline, instead of punishment, as a teaching tool.
8. The importance of being loyal.
9. The importance of being a leader.
10. Why it is important to have integrity and to be honest, fair, and trustworthy.
11. The importance of doing what is right and the importance of high standards.
12. How you can teach your children to be dependable and logical.
13. Why the desire to learn is so important and such a gift.
14. Your faith, what it means to you.
15. Having a positive attitude.
16. A hobby you could do together.
17. How you can have fun as a family.
18. The importance of being supportive and understanding.

Week Four

WAYS WE LEARN

Each of us has a short-term memory and a long-term memory. Many very intelligent people have short, short-term memories, causing them to forget belongings and appointments if not reminded or written down. It is important that we know how information is stored in our long-term memory.

It takes seeing, repeating, or reading information 3-10 times in a seventy-two hour period to place information in our long-term memory. Once stored in long-term memory, the information can be recalled for years.

Each of us has a four-hour period during each day when we think creatively and when we more easily remember what we read. This is one reason why we have many people taking work home or working late or early. Their creative time doesn't fall within the normal working day; so they add extra hours to their day, taking time away from family. More flexible working hours would benefit all Americans. People can produce better work when they learn to use their creative time wisely.

Journal writing gives documentation for future leaders to use, and helps us work through our own problems. Journal writing is an excellent way to communicate with yourself, to make your dreams and visions known, and to evaluate your behavior patterns.

Written goals help each of us attain success. Writing 50 goals on file cards, along with the steps to reach the goals and completion dates, helps us focus on the things we want to enjoy in our lifetime. It is important to reevaluate and make changes in your goals often.

We learn and remember more when we hear true life stories which point out healthier lifestyles. Factual information without examples is hard for most people to remember.

Each thing someone else sees us do tells them that we think whatever we are doing is okay. If it's good enough for us, then it's good enough for them. Actions speak louder than words.

Each time we see others doing something that is wrong, we get deeper in trouble. Before long we don't even realize that any of our behavior is wrong. We see so many others doing the same thing that it seems okay for all of us. We can no longer accept double standards for adults and children. All of us must follow the same rules.

The easiest way to make changes is to ask yourself if you want your grandchildren to do what you're doing. If not, then don't do it. Realize that there should be no double standards.

It takes twenty-one days to make or break a habit.

A thirty minute quiet time between work and the evening activities often gives you a fresh supply of energy. Use this time to take a nap, exercise, or read.

Learn to use volunteer work to your benefit in building a stronger resume for future jobs.

We miss opportunities by remaining in our comfort zones. Learn to reach out and plan for exciting change.

Living in today's world requires cooperation, fair play, and unity. It is essential that we develop integrity and become team players at work and at home.

Determine your most productive time of day and set priorities for what needs to be accomplished during this time.

We grow and mature as we learn. List five things you want to learn.

Week Five

LISTENING SKILLS

Listen to your children in an encouraging and effective way:
Listen with body - without distraction.
Listen with eyes - make eye contact.
Listen with ears - tones.
Listen with heart for emotions.
Listen with mouth closed - understand they have something to say.

Set a special time to listen:
Driving a child to school.
Family meetings.
While cooking.

Listen to hear:
Activities children will enjoy.
Hurts and disappointments.
Ways you can learn together.

Listen for:
Opportunities to work together.
Opportunities to share success.
Opportunities to understand each other's feelings.
Opportunities to capture special times.

LISTENING SKILLS

Children who know you listen and respect their feelings will respect you and share experiences with you.

Children can best come up with solutions when they are able to talk through a problem

Ask questions only after the child is finished speaking.
If something they say is not correct, keep this to yourself. Make corrections at a later time.
Remain calm so you don't hurry them along.
Listen carefully for the total content of their message.
Pay attention to their body language.
Enjoy being their audience.

Have children repeat instructions. Discuss them.
Be sensitive to your listener and only talk as long as they want to listen.
People do not always hear instructions. Always make certain you have the attention of the receiver before you talk.
Communication can't take place without listening.

LEARN TO SAY

Thank you
Please
I'm sorry
I'll help
I love you
What can I do?
You look nice today
How is your family?
Let's work together
What?
Why?
Where?
When?
How?

Week Six

GETTING TO KNOW YOU

Write three things you like about yourself.
1.
2.
3.

Write three things you would like to change.
1.
2.
3.

Write three things you would like to improve.
1.
2.
3.

List three opportunities you have given away.
1.
2.
3.

List three opportunities you have for new beginnings.
1.
2.
3.

Create your own accomplishments. List three ways you can create accomplishments for yourself.
1.
2.
3.

Week Seven

GOALS

Reasons for you to set goals:

1. To express your dreams and visions.
2. To remind you of the value of concentrating on what you are doing.
3. To remind you that you are responsible and capable.
4. To help you accomplish more each day.
5. To teach you to focus on projects.
6. To teach you to make decisions.
7. To discover new talents.
8. To strengthen new talents.
9. To give your life a positive direction.
10. To feel successful.

Write 50 goals on index cards. On the back of each card, write the steps you will take to reach your goals. Also write the date you want to reach your goal. Pick a few goals to start working on, and concentrate on reaching those goals. As you reach your goals, cross them off your list and write new ones. Reevaluate your goals at least once a month. Sometimes you will find that you are no longer interested in a particular goal. If that is the case, remove it and write a new goal.

1. Vision.
   A. The goal setting process will help you make your values visible and specific.
   B. Goal setting requires that you look into the future and that you have faith in your future and in your ability to achieve the goals you set.
   C. When goal setting, you must identify the reasons why you want to reach your goals. Your goals must be realistic.

2. Decision.
   A. Plan your steps for success.
   B. Decide which goals you will start working on. Assign a completion date for each goal.

3. Action. Your goals become your guide to action.
   A. Decide what you want to achieve.
   B. Take action with a plan.
   C. Note what is working and what is not working.
   D. Vary your approach until you achieve your goal.

4. Evaluation. When evaluating your goals, ask yourself these questions
   A. How long will your goals be important - a week, a year, a lifetime?

   B. How are your goals related to each other? How are your goals compatible with each other?

   C. What kind of life will you have by fulfilling your goals? Do your goals promote a healthy lifestyle?

   D. Are your goals different than those of your friends and family?

   E. Are your goals realistic? Did you consider time, money, or other resources that will be needed to reach your goals?

   F. How committed are you to reaching your goals?

Once achieved, a goal often becomes a resource.

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Week Eight

REQUIREMENTS FOR HEALTHIER RELATIONSHIPS

Sharing
Being agreeable, positive, and tolerant
Thoughtfulness
Honesty
Being prepared
Saving
Exercising
Eating a healthy diet
Doing your best each day
Staying out of debt
Accountability
Having a day of rest
Appreciating nature
Faith

The reward is living a happier, healthier lifestyle

List the roles you have in your life.

List the responsibilities of these roles.

List good things you need to do each day for quality living.

Week Nine

SUCCESSFUL PEOPLE...

1. Greet each new day with a smile.
2. Address others with their name.
3. Are excited about learning.
4. Do not raise their voice or swear.
5. Have faith in themselves.
6. Are helpful to other people.
7. Plan for a time to be alone to regroup.
8. Exercise their mind and body.
9. Find ways to share and to save.
10. Have a time to work and a time to play.
11. Eat a healthy diet.
12. Set goals for what they want to accomplish.
13. Forgive themselves and others.
14. Do not judge others.
15. Apologize when they make a mistake.

HABITS

Habits make life easier because they fit into days without much effort. It takes twenty-one days of repeating an activity to form a habit.

List habits you do each day.

List habits you would like to form.

List habits you would like to break.

Week Ten

DEVELOPING SELF-CONFIDENCE AS A PARENT

Accept and love yourself

Find something you enjoy in each child

Create ways to feel significant

Take time to learn about what interests you

Work from a strong foundation

Have a written plan

Have a plan for achievement

Feel confident about the decisions you make

Be enthusiastic about what interests you

Always consider your options and know the consequences

Learn from your mistakes

Don't expect to be perfect

Have a time to work and a time to play

Week Eleven

BUDGETING

Monthly income

Monthly expenses

Rent/house payment:
Utilities:
Insurance:
Child care:
Education:
Telephone:
Food:
-beauty needs:
-paper goods:
-cleaning supplies:
-health needs:
Savings:
Donations:
Auto:
Gasoline:
Repairs:
Clothes:
Entertainment:
Taxes:
Pets:
Retirement:
Furniture:
Other:
TOTAL:

Make sure your expenses do not exceed your income.

*Remember to evaluate your goals this week.

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Week Twelve

EVERYONE NEEDS:

WORK
Food
Shelter
Sleep
Clothes

LOVE
Attention
To share
Hugs
Acceptance
Care

SPIRITUAL
To feel special
Adventure
Time to be alone

WISDOM
To be able to learn
Security
Recognition
To communicate

When these needs are met we experience JOY.

Write a personal affirmation statement about yourself and how good you are.

Have an overall "mission statement" for your family.

Know what your priorities are so you can make time for them.

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PARENTS NEED TO:

Communicate

Discipline

Set goals

Prevent crisis

Establish house rules

Be winners

Help their children learn

Create traditions

Establish rules for harmony

Be consistent

Be fair

Listen

Set a good example

Use menus

Ask questions

Praise their children

Week Thirteen

Self Care For a Quality Life

Learning how to take care of yourself and your health is easier than you may think. The first step toward quality health care is self-care. Self-care allows you to become a vital member of your health care team, Self-care means knowing when to treat an ailment at home and when to call your doctor. It also means avoiding unhealthy lifestyle choices such as smoking, alcohol and drug misuse, inactivity, and poor eating habits. Finally, self-care means becoming an active participant in your health care choices.

Self-Treatment

Many common ailments - such as colds, "flus", minor cuts, scrapes and bruises can be treated safely at home without a physicians's assistance. Check with your local library or book store for reputable self-help medical guides. These guides help you determine which illnesses can be treated at home and which require professional care. When home treatment is indicated, these guides can also provide advice and treatment techniques. Besides saving time and money on unneeded office visits, practicing self-care is a reflection of the way you care about your own body.

Habits For Health

Given the choice, most of us would prefer to prevent a disease before it happens rather than be treated for an ailment after the fact. Fortunately many of the life-threatening diseases affecting us today - such as cancer, high blood pressure, and heart disease - can be prevented by making healthy lifestyle choices. Stopping smoking, restricting alcohol and drugs, becoming more physically fit, and eating foods that are low in fats and cholesterol and high in complex carbohydrates are all wise choices for healthier, happier longer lives.

NUTRITION

Eat a diet that contains food from the four food groups.
Limit the amount of salt you eat, and lower the amount of fat in your diet.

Learn how to read food labels so that you know what foods are healthy. Eliminate junk foods from your diet. Find healthier alternatives to take the place of junk foods.

Write down twelve recipes that you most often use. Once a week, have your children pick a recipe and cook the evening meal.

EXERCISE

It is important to exercise for at least 20 minutes a day, five times a week.

Select a sport that you like and include it in your daily schedule.
Make sure you do warm-up exercises before participating in sports.

Sit-ups, push-ups, jumping jacks, and running in place can be done anywhere and at any time, and cost little or nothing to do.

Week Fourteen

EVALUATION

1. What I liked about this program.
2. What I learned from this program.
3. What changes I would make to this program.
4. What I would add to this program.

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Children learn to be responsible when they...

ARE LISTENED TO.
Encourage them to initiate conversations, to share ideas and experiences.
ARE ACCEPTED AS UNIQUE
and not compared to other children, when they are loved for who they are and not what they do.
ARE TREATED WITH PATIENCE.
Learners make mistakes. Repetition helps when learning new information.
GO TO INTERESTING PLACES,
such as the museum, art center, library, or airport. These trips are both entertaining and educational.
ARE READ TO.
A good book or magazine article can provide a relaxing way to be close to your child.
READ TO YOU,
thus giving them greater confidence for school reading.
HAVE READING MATERIAL AT HOME,
such as books, magazines, newspapers, encyclopedias. Be sure they see you reading, too.
EAT NUTRITIOUS FOODS.
Encourage children to eat fruits, vegetables, grains, dairy products, and meat in proper proportions.
LIVE IN AN ORDERLY ENVIRONMENT.
Good organization is taught, and children model what they see.
GET PLENTY OF REST AND RELAXATION,
which allows them to perform at their best level.
GET PLENTY OF EXERCISE.
Team sports, water sports, bike riding, -- lots of fresh air.
HAVE A REGULAR TIME TO STUDY.
When homework is finished early, this time can be used to read, write, or participate in a family activity.
HAVE A QUIET PLACE TO STUDY,
with extra supplies and homework tools.
PARTICIPATE IN FAMILY MEETINGS.
Once a week the family gathers to solve problems, assign chores, and hear opinions.
ARE PRAISED AND HELPED.
Praise reinforces learning and encourages children when they have problems.
STAY HEALTHY.
Seeing, hearing and feeling well are essential to learning.
LEARN TO SEE MORE.
Painting can open children's eyes to the world around them -- the bright colors, unique shapes.
LEARN TO HEAR MORE,
by listening to all types of music.
LEARN TO SPEAK BETTER.
Going to the theater helps children with diction, grammar, and fluency.
HAVE OPPORTUNITIES TO BE CREATIVE,
with art, music, or whatever interests them. Productive daydreaming decreases stress and increases activity.

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1. Support Team
2. Time Management
3. Values
4. Learning Styles
5. Listening
6. Wants
7. Goals
8. Healthier Lifestyles
9. Role Models
10. Being Your Best
11. Budget
12. Needs
13. Manners, Nutrition, Exercise
14. Leadership and Volunteering
15. Evaluation

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STOP! LOOK! LISTEN!

Goal:

To reduce crime, greed, and the school drop-out rate.

Mission:

To help citizens have fun by living healthier lifestyles.

Objective 1:

To help all citizens find their own support team.

Steps:

a. Have students find a buddy in each class to discuss the day's class work.
b. Have friends, teachers and parents support students in academic and other activities.
c. Help citizens find someone to discuss problems with and learn how to problem-solve.
d. Help citizens find people with like interests so they can have fun together.
e. Teach citizens the benefits of networking.

Objective 2:

To help all citizens realize each day is a gift and that time should be managed wisely. A day of rest is important.

Steps:

a. Citizens keep track of what they do each fifteen minute period of each day for one week.
b. Teach citizens the value of a day of rest.
c. Teach citizens why each family member must have a time schedule.

Objective 3:

To help citizens think about the value of being patient, being loyal, being a leader, having a hobby, and having fun.

Steps:

a. Teach the benefits of patience, loyalty, and leadership.
b. Teach citizens why having a hobby and having fun are so important in maintaining a balanced life.

Objective 4:

To teach all citizens how they learn.

Steps:

a. Ask all students to discuss with two other people the material they cover in class each day.
b. Help students, parents and teachers understand different learning styles.
c. Help citizens understand the four basic types of people in order to realize that although we might hear the same information we each interpret it differently.
d. Have opportunities for all citizens to be teachers. We learn 95% of what we teach someone else.

Objective 5:

To teach listening skills.

Steps:

a. Teach the value of making eye contact while speaking or listening to someone else.
b. Teach citizens how to listen for opportunities to work as teams.
c. Teach citizens how to listen without interrupting.
d. Teach citizens to pay attention to a speaker's feeling and non-verbal gestures as well as to the speaker's words.

Objective 6:
To help citizens learn to know their own wants.

Steps:
a. Find out what employees and students want to learn.
b. Find ways students and employees would have fun.

Objective 7:
Have citizens set goals and discuss them with others.

Steps:
a. Have all citizens write 50 goals so they find their talents and learn about their interests.
b. Teach citizens how goal-setting is a simple way to let themselves and others know their dreams and visions.
c. Have citizens review goals at least once a week to reinforce healthier lifestyles.
d. Have citizens work on only one or two goals at a time.

Objective 8:
To help all citizens realize there are requirements to having healthier lifestyles.

Steps:
a. Teach citizens the value of being honest, accountable, thoughtful and responsible.
b. Teach citizens to be prepared for the day by having a written plan.

Objective 9:
To help citizens find their own role models. Show citizens what successful people do each day.

Steps:
a. Help citizens find their own role models by studying people they know or admire.
b. Teach citizens that actions speak louder than words.
c. Teach citizens that successful people have good habits and that habits are formed or broken in 21 days.

Objective 10:
To help citizens move from comfort zones to become self-confident by having a written plan each day, being enthusiastic, learning to accept and love themselves, not expecting to be perfect, and always practicing something in which they want to improve.

Steps:
a. Teach citizens ways to have fun. Print material on all the recreational opportunities in your community.
b. Teach citizens how to improve self-confidence by looking their best, speaking their best, writing their best, and acting their best.

Objective 11:
To teach all citizens to budget money: save 10%, share 10%, enjoy 80%.

Steps:

a. Teach citizens the value of having a written budget.
b. Explain the benefits of paying credit card bills in full each month in order to reduce interest payments and have more spendable income.
c. Teach citizens to have higher paying jobs by sharpening their skills or learning new ones.
d. Teach citizens to build stronger job resumes with volunteer work.

Objective 12:
To evaluate citizens' needs and match services in the community with the needs.

Steps:

a. Give citizens a list of community services so they can find the services to fulfill their needs.
b. Help citizens realize that they have a stake in creating a healthier community and by improving themselves they can improve the community.

Objective 13:
To teach citizens good manners, good nutrition and the value of exercise.

Steps:

a. Teach good manners to all citizens.
b. Use material from the American Heart Association and the American Cancer Association to teach nutrition.
c. Help each ethnic group establish a list of at least twelve easy-to-prepare meals.
d. Teach all family members to participate in meal preparation.
e. Find out how citizens want to exercise and encourage them to spend 20 minutes a day, five days a week, exercising.

Objective 14:
To empower citizens to be leaders.

Steps:

a. Teach leadership skills.
b. Explain to the citizens how they can be leaders in their own communities.
c. Teach citizens the benefits of using volunteer work to strengthen their job resume.

Objective 15:
To have citizens evaluate the 14-week program.

Steps:

a. Give citizens evaluation sheets on which they write what they liked about the program, what changes and improvements can be made, and any other suggestions they might have.
b. Use the evaluation sheets as guides to make improvements.

RECOMMENDED BOOK LIST

TEAMWORKS! by Barbara Sher & Annie Gottlieb. (Warner Books, 1991)
This book offers insight as to why we need to pay attention to our dreams and take them seriously. Often the key to realizing our dreams is finding a team; family, friends, co-workers, who will provide encouragement and support. This book shows creative ways to find a team and how to run it once it's in place.

GIFT OF A LETTER by Alexandra Stoddard. (Avon Books, 1990)
Alexandra Stoddard tells about her passion for writing and receiving letters, and how letters are such a gift for those who receive them. She details the reasons for writing letters: love, pain, need to share, loneliness. She encourages everyone to teach their children the powerful art of letter writing.
Other uplifting books by Alexandra Stoddard are LIVING BEAUTIFULLY TOGETHER and LIVING A BEAUTIFUL LIFE.

THE ELEMENTS OF STYLE by William Strunk, Jr. & E.B. White. (MacMillan Publishing,1979)
This timeless book is extremely helpful for anyone who reads and writes. It provides the grammatical rules for the English language, complete with examples.

MAKING A DIFFERENCE. TWELVE QUALITIES THAT MAKE YOU A LEADER by Sheila Murray Bethel. (G.P. Putnam's Sons, 1990)
This book details the twelve qualities of a leader, which the author determined after extensive research. The book teaches you that having a "mission" in life is the first step toward becoming a leader. You will learn how to use your natural talents, skills, and tools which will help you become an effective leader.

THE ONE MINUTE MANAGER by Kenneth Blanchard, Ph.D. & Spencer Johnson, M.D. (Berkley Publishing, 1982)
This is an easy-to-read book that gives you the benefits and reasons for being a "one minute manager." This book is important for those who want to get the best results out of people who work for them, but don't know how.
Other books by Spencer Johnson, M.D. THE ONE MINUTE FATHER and The ONE MINUTE MOTHER.

STOP! LOOK! LISTEN! SINGLE FATHERS/DADS by Sue Dulaney (Self-published, 1990)
An easy-to-read parenting guide full of ideas and tips on raising a healthy family. Chapter topics include Homework, Communication, Honesty, Running a Home, and much more. This book will help families become teams. For books, write to: Stop! Look! Listen! P.O. Box 270986, Corpus Christi, TX 78427-0986, or call 512-991-0100.

LIFE'S LITTLE INSTRUCTION BOOK by H. Jackson Brown, Jr. (Rutledge Hill Press, 1991)
A humorous, uplifting book full of observations on life from a father to his son. A perfect book to read to uplift one's spirits, and a great book to give as a gift.

30 DAYS TO UNDERSTANDING THE CHRISTIAN LIFE by Max E. Ander. (Wolgemuth & Hyatt, 1977)
This book helps one not only learn about the Christian life, but also about being a better person. It contains work sheets and Bible quotations, along with personal stories.

50 SIMPLE THINGS KIDS CAN DO TO SAVE THE EARTH by Earth Works Group. (Scholastic, 1990)
A great help for parents and teachers who want to provide constructive activities for their children. This book describes what is happening to the earth; acid rain, too much garbage, pollution, and shows how kids can save the earth. It is written for kids and has lots of illustrations and ideas.

THE NIV STUDY BIBLE . (Zondervan Bible Publishers, 1985)
This is the Bible in the format which provides study notes, explains important words and concepts, interprets difficult verses, draws parallels between specific people and events, and shows how certain passages shed light on other passages. Offers guidance and support.

AWAKEN THE GIANT WITHIN by Anthony Robbins. (Summit Books, 1991)
An excellent book on how we can change our lives in an instant. The author explains how to change beliefs in order to improve one's life. Full of inspiring stories on how people have turned their lives around.

LEARNING FOR LIFE by The Boy Scouts Of America. (BSA, 1991)
Wonderful worksheets and classroom lesson plans designed to prepare youth to make ethical choices that will help them achieve their full potential. This series offers plans for grades second through sixth, one for junior high school, and one for high school. For information, contact your local Boy Scouts organization.

Other recommended reading: anything by Og Mandino, Stephen Glenn, Dale Carnegie, Zig Ziglar. These books are available in most book stores. The library also has most of these books, some of which are on tape.

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